

Texas Education Agency  
Standard Application System (SAS)

2018-2019 Texas 21 <sup>st</sup> Century Community Learning Centers, Cycle 10, Year 1		
<b>Program authority:</b>	Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)	<b>FOR TEA USE ONLY</b> <b>Write NOGA ID</b> <small>Place date stamp here</small> <div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY MAY -1 AM 11:59 DOCUMENT CONTROL CENTER </div>
<b>Grant Period:</b>	August 1, 2018 – July 31, 2019	
<b>Application deadline:</b>	5:00 p.m. Central Time, May 1, 2018	
<b>Submittal information:</b>	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:  Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	
<b>Contact information:</b>	Christine McCormick, <a href="mailto:21stcentury@tea.texas.gov">21stcentury@tea.texas.gov</a>	

**Schedule #1—General Information**

**Part 1: Applicant Information**

Organization name	County-District #	Amendment #
Cotulla Independent School District	142901	NA
Vendor ID #	ESC Region # 20	DUNS # 193071537
Mailing address:		
Cotulla TX 78014.	City Cotulla	State TX      ZIP Code 78014

**Primary Contact**

First name	M.I.	Last name	Title
Heather		Ramirez	Director of Federal Programs, Testing, and Curriculum
Telephone #	Email address		FAX #
(830)879-3073 ext. 1030	heather.ramirez@cotullaisd.net		

**Secondary Contact**

First name	M.I.	Last name	Title
Jack	R	Seals	Superintendent
Telephone #	Email address		FAX #
(830)879-3073	Jack.seals@cotullaisd.net		

**Part 2: Certification and Incorporation**

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

**Authorized Official:**

First name	M.I.	Last name	Title
Jack	R	Seals	Superintendent
Telephone #	Email address		FAX #
(830)879-3073	Jack.seals@cotullaisd.net		

**Signature (blue ink preferred)**

**Date signed**

*Jack R. Seals*

4/27/18

Only the legally responsible party may sign this application.

701-18-111-082

**Schedule #1 – General Information**

County-district number or vendor ID: 142901

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

**Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations**

**INSTRUCTIONS:** This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit.

Public IHEs are generally included, and nonprofit organizations are generally not included.

**Section 1: Applicant Organization's Fiscal Year**

Start date (MM/DD):

End date (MM/DD):

**Section 2: Applicant Organizations and the Texas Statewide Single Audit**Yes: ☐No: ☐**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 142901

Amendment # (for amendments only):

**Part 1: Required Attachments**

No program-related or fiscal-related attachments are required to be submitted with this grant application.

However, please note that nonprofit organizations, excluding ISDs and open-enrollment charter schools, will be required to submit proof of nonprofit status (see General and Fiscal Guidelines, Required Fiscal-Related Attachments, for details) prior to TEA issuing a grant award.

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

<b>X</b>	<b>Acceptance and Compliance</b>
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with Every Student Succeeds Act Provisions and Assurances requirements.

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**Schedule #2 – Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 142901

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The program will take place in a safe facility that is properly equipped and accessible to participants and family members.
4.	The proposed program was developed, and will be carried out, in active collaboration with the schools that participating students attend, including through the sharing of relevant data among the schools, all participants of the eligible entity, and any partnership entities in compliance with applicable laws relating to privacy and confidentiality and in alignment with the challenging state academic standards and any local academic standards.
5.	The program will target students who primarily attend schools eligible for schoolwide programs under ESEA as amended by Section 1114, and the families of such students.
6.	Applicants that receive priority points for serving: 1) students in schools implementing comprehensive support and improvement activities or targeted support and improvement activities under ESEA as amended, Section 1111(d) and other schools determined by the local educational agency to be in need of intervention and support and 2) students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities or who lack strong positive role models assure that they will target these students.
7.	The community has been given notice of an intent to apply and that the application and any waiver request will be available for public review after submission of the application.
8.	The applicant will adhere to the level of services in the approved application and in the agreed-upon center operation schedules and will provide those services to eligible students through this and all continuation and renewal grant periods, as applicable. Applicant acknowledges that proposed amendments that reduce the level of services to below the Year 1 awarded application will be approved only in extreme or unusual circumstances and that failure to adhere to service levels and student targets will result in reduced funding during the subsequent continuation grant period. Grant funds remaining unexpended at the end of the expenditure reporting period for the grant award will not be made available by TEA to supplement continuation grant awards.
9.	Services for students and families will begin no earlier than the grant start date of August 1, 2018 and no later than September 4, 2018.

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**Schedule #2—Required Attachments and Provisions and Assurances (cont.)**

County-district number or vendor ID: 142901

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**

10.	<p>The applicant will adhere to a TEA-approved schedule that meets or exceeds program service requirements at each center and that provides a consistent and dependable schedule of weekly activities for all students enrolled. The applicant agrees to meet with TEA or its contractors after awards are announced and before the start date of the program to develop an approvable operation calendar for each center.</p> <ul style="list-style-type: none"> <li>• A minimum of 35 weeks per year across all terms, including summer. TEA will count only the weeks in which a center offered the minimum number of hours-per-week toward the 35-week total. Make-up hours will be credited. The week runs from Sunday through Saturday.</li> <li>• A minimum of five days per week for the fall and spring terms.</li> <li>• A minimum of 15 hours per week (applicants should not propose to offer more than 20 hours of programming per week). Note: Transportation time that exceeds 30 minutes per-day shall not be counted towards minimum hours-per-week of programming.</li> <li>• A minimum of six weeks and four hours per day, four days per week during the summer term. Continuous weeks are not required. Grantees may offer four weeks of summer programming during the grant period that ends July 31, 2019, but if approved, the grantee must offer two weeks of summer programming in the subsequent continuation period between August 1, 2019, and the first student attendance day for the 2019–2020 school year.</li> <li>• Hours dedicated to program activities for adult family members will not count toward student programming.</li> </ul>
11.	Services will be provided at no cost to participants. Grantees are prohibited from collecting fees, including late pickup fees or any other fee.
12.	Activities will be supervised at all times by qualified staff at adult to student ratios that meet or exceed TEC Chapter 25, Subchapter D requirements or other state required ratios as applicable.
13.	Center-level activities will be a minimum of 45 consecutive minutes in length and planned for each hour that a center is operating. Activities will be intentionally designed to address student needs and student voice, aligned with state standards and developed using a planning tool such as the Texas ACE© Activity/Unit and Lesson Plan Worksheet. Activities will reflect each of the following four components during each term: academic assistance, academic enrichment, family and parental support, and college and workforce readiness (grades 9-12 only).
14.	Academic, academic enrichment, accelerated learning, and tutoring activities will align with the regular school day program and state standards. Enrichment activities will enhance the academic-related activities of the regular day and/or be aligned with a documented student or campus need.
15.	All activities will occur at an approved center or, on a limited and pre-approved basis, at an adjunct site or during an approved field trip. Activities at a non-approved location, such as a feeder school, are unallowable and will not be charged to the grant.
16.	Grantee will offer families of students served by the program opportunities for active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Family activities will be designed to meet the identified needs of each center's families and students; the needs of working families will be specifically addressed. Activities will be ongoing and consistently available throughout each term. The number of family members served will be proportional to the targeted number of students.
17.	All required staff positions will regularly participate in training and other opportunities offered by the Texas ACE© program. In addition, the grantee will regularly provide program-specific in-person training to center-level staff and will document the content and attendance of training events.

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<b>Schedule #2—Required Attachments and Provisions and Assurances (cont.)</b>	
County-district number or vendor ID: 142901	
Amendment # (for amendments only):	
<b>Part 3: Program-Specific Provisions and Assurances</b>	
18.	Grantee assures that it will regularly engage a group of stakeholders, new or existing, to serve as a community advisory council charged with providing continuous feedback and involvement to increase community awareness and program quality, evaluate program effectiveness, and inform operations and sustainability plans. Membership will be diverse and qualified to support efforts to increase quality and visibility of the program in the community.
19.	The grantee will cooperate with TEA and its contractors in conducting state-required activities, including but not limited to program implementation monitoring, statewide evaluation, compliance, technical assistance, and capacity building.
20.	Local grant programs will include the Texas ACE© logo in all outreach and communication materials and the grantee will comply with Texas ACE© branding guidelines.
21.	The applicant agrees to submit required data for state program evaluation, compliance monitoring, and federal reporting in the format and timeline provided by TEA. Grantee agrees to submit required logic models, sustainability plans, program evaluation reports, and any other required reports or products in accordance with the format provided by TEA.
22.	<p>Grantee will adhere to the Texas 21st Century Student Tracking (TX21st) system data reporting requirements. Grantee Profile, Funding, Contacts, Partner, Center Profiles, Center Contacts, Center Operations, Feeder Schools, Activities, and Schedule data will be entered in August and will be updated as changes in any of the data occur. Center Operations data will be updated at the beginning of each term. Data entered in the system must support the approved application and operating schedule.</p> <ul style="list-style-type: none"> <li>• Participant and enrollment data will be entered in August or September, depending on the center schedule.</li> <li>• Attendance data will be entered daily or weekly.</li> <li>• Exception reports and data corrections will be completed and reviewed by the project director</li> <li>• Grantee will coordinate with the school district to collect and enter school day attendance and grades data into TX21st.</li> </ul>
23.	The grantee agrees to conduct annual local program evaluation at the center and grant levels that assesses the following objective measures: school day attendance, core course grades, mandatory discipline referrals, on-time advancement to the next grade level, high school graduation rates, and high school student career competencies. The results of the local evaluation will be used to refine, improve, and strengthen the local program and will be made available to the public upon request, with public notice of such availability provided.
24.	Applicant will comply with any program requirements written elsewhere in this document.

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**Schedule #3—Certification of Shared Services**

County-district number or vendor ID: 142901

Amendment # (for amendments only):

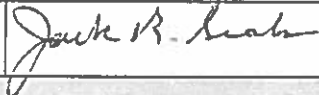
I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
<b>Fiscal Agent</b>				
1.	<del>County-District # 142901</del> Cotulla Independent School District	<del>Name: Jack R. Seals</del> 	(830)879-3073 Jack.seals@cotullaisd.net	\$848,080
<b>Member Districts</b>				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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**Schedule #3 – Certification of Shared Services (cont.)**

County-district number or vendor ID: 142901

Amendment # (for amendments only):

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
<b>Member Districts</b>				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
<b>Grand total:</b>				

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**Schedule #4—Request for Amendment**

County-district number or vendor ID: 142901

Amendment # (for amendments only):

**Part 1: Submitting an Amendment**

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

**Part 2: When an Amendment Is Required**

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

**Part 3: Revised Budget**

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
7.	Total direct costs:		\$	\$	\$	\$
8.	Indirect cost ( %):		\$	\$	\$	\$
9.	Total costs:		\$	\$	\$	\$

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**Schedule #4—Request for Amendment (cont.)**

County-district number or vendor ID: 142901

Amendment # (for amendments only):

**Part 4: Amendment Justification**

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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**Schedule #5 – Program Executive Summary**

County-district number or vendor ID: 142901

Amendment # (for amendments only):

**Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.**

Cotulla Independent School District (ISD) is applying for 21<sup>st</sup> CCLC after school program funding to meet the desperate need for safe, structured after school programming in our small, resource-poor community. The proposed afterschool and summer program is needed because many of our students are struggling academically— particularly those coming from socioeconomically disadvantaged homes. The proposed 21<sup>st</sup> CCLC after school program will allow approximately 580 at-risk children each year to receive the targeted academic support and intervention they need to succeed academically while providing opportunities for them to participate in healthy, fun, engaging, supervised enrichment activities that support positive youth development outcomes. Programming will serve students in grades K-12 attending Cotulla ISD High School (100 students), two elementary schools including Ramirez Burks Elementary School and Encinal Elementary School (380 combined students), and Newman Middle School (100 students). All activities will be held for three hours per day, five days a week for 35 weeks during the school year and four days a week for six weeks during the summer months, with the exception of Wednesdays where programming will end at 5:15 PM so that students can get to church by 5:30 PM. The proposed 21<sup>st</sup> Century Community Learning Center project is directly aligned to the following District goals: **District Goal 1** - ensure that all students master rigorous academic standards that prepare them for higher education and post high school experiences through a challenging curriculum and engaging instruction so as to meet or exceed all state and federal standards for academic excellence; **District Goal 2** - continue to close the achievement gap between minority, special education, economically disadvantaged, limited English proficient, at-risk, and other students; **District Goal 4** - enhance and enrich the education of students by increasing opportunities for parental involvement; and **District Goal 7** - align and invest resources to ensure that students, parents, and the community receive exceptional educational services.

The project budget was calculated based on previous experience administering out-of-school programming along with a review of other, similar rural school districts in Texas. The target population for the grant well aligns with 21<sup>st</sup> CCLC program goal of serving economically disadvantaged students, as 86.5% of district students fall within this grouping, well above the state average of 59%. The program design was based on a needs assessment facilitated by the Cotulla ISD Superintendent and his staff. The process involved gathering information across several areas including (but not limited to): teacher/staff needs; student attendance; Texas benchmarks; student transience; academic needs, etc.). The identified needs were supported by stakeholder input. The efficacy of the assessment and resulting program design will be overseen by the 21<sup>st</sup> CCLC Advisory Council, a sub-committee of the Cotulla ISD's Campus Advisory Committee (CAC). The council will be comprised of the Program Director, Principals, Family Engagement Specialist, site coordinators (lead teachers), 21<sup>st</sup> CCLC classroom teachers, administrators, guidance counselors, parents, and representatives from community partners. To ensure the program receives consistent, high-quality management, the committee will review performance feedback on an ongoing basis, noting any deficiencies or shortcomings, and craft an improvement plan with suggestions to refine and strengthen the program as needed. The plans include clearly defined roles and responsibilities, strategies and tasks, as well as timelines for completion which will be discussed and reported back to stakeholders.

We will use multiple feedback loops to measure and evaluate progress in defined program areas. We will work with a third-party evaluator and data collection specialist who will use data including, but not limited to: attendance records; teacher, parent, and student feedback; disciplinary and behavior data; standardized testing outcomes; and family engagement to prepare quarterly progress reports (QPRs), which will present preliminary findings and summarize perceived data analysis trends. The evaluation plan will provide accurate and continually updated data so that stakeholders see where the project started, how it is progressing, and what—if any—changes are needed in order to best meet the needs of students and achieve the mission and goals of the program. To ensure program sustainability, the data collection specialist will provide training to teachers and administrators on data collection strategies and timelines.

Cotulla ISD completely and accurately answered all statutory and TEA requirements through the cross-referencing of the needs assessment with district goals to ensure alignment with guidelines of the 21<sup>st</sup> CCLC. We are confident that our responses serve as an accurate barometer of our ongoing commitment to the goals of this grant program. We will strive to ensure that the program continues after funding terminates by securing ongoing support from the district and community partners, providing continued professional development, and seeking out additional funding sources as

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outlined in our sustainability plan. To ensure its success, the plan will be reviewed by the 21<sup>st</sup> CCLC Advisory Council on a bi-annual basis throughout the grant period.

<b>Schedule #6 - Program Budget Summary</b>					
County-district number or vendor ID: 142901			Amendment # (for amendments only):		
Program authority: Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)					
Grant period: August 1, 2018, to July 31, 2019			Fund code/shared services arrangement code: 265/352		
<b>Budget Summary</b>					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$483,720	\$30,000	\$513,720
Schedule #8	Professional and Contracted Services (6200)	6200	\$162,000	\$12,000	\$174,000
Schedule #9	Supplies and Materials (6300)	6300	\$98,000	\$	\$98,000
Schedule #10	Other Operating Costs (6400)	6400	\$62,360	\$	\$62,360
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$
Consolidate Administrative Funds				<input type="checkbox"/> Yes <input type="checkbox"/> No	
Total direct costs:			<b>\$806,080</b>	<b>\$42,000</b>	<b>\$848,080</b>
Percentage% indirect costs (see note):			N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):			<b>\$806,080</b>	<b>\$42,000</b>	<b>\$848,080</b>
<b>Shared Services Arrangement</b>					
6493	Payments to member districts of shared services arrangements		\$	\$	\$
<b>Administrative Cost Calculation</b>					
Enter the total grant amount requested:					\$848,080
Percentage limit on administrative costs established for the program (5%):					× .05
Multiply and round down to the nearest whole dollar. Enter the result.					\$42,404
This is the maximum amount allowable for administrative costs, including indirect costs:					

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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<b>Schedule #7—Payroll Costs (\$100)</b>				
County-district number or vendor ID: 142901			Amendment # (for amendments only):	
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
<b>Academic/Instructional</b>				
1	Teacher	6	0	\$89,630
2	Educational aide	9	0	\$47,250
3	Tutor			\$
<b>Program Management and Administration</b>				
4	Project director (required)	1	0	\$64,960
5	Site coordinator (required)	4	0	\$190,240
6	Family engagement specialist (required)	1	0	\$56,840
7	Secretary/administrative assistant			\$
8	Data entry clerk			\$
9	Grant accountant/bookkeeper			\$
10	Evaluator/evaluation specialist			\$
<b>Auxiliary</b>				
11	Counselor			\$
12	Social worker			\$
<b>Education Service Center (to be completed by ESC only when ESC is the applicant)</b>				
13	ESC specialist/consultant			\$
14	ESC coordinator/manager/supervisor			\$
15	ESC support staff			\$
16	ESC other			\$
17	ESC other			\$
18	ESC other			\$
<b>Other Employee Positions</b>				
19	Bus Drivers	4	0	\$15,080
20	Custodial	4	0	\$19,720
21	Title			\$
22	Subtotal employee costs:			\$483,720
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>				
23	6112	Substitute pay		\$
24	6119	Professional staff extra-duty pay		\$
25	6121	Support staff extra-duty pay		\$
<b>For TEA Use Only</b>				
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5			
2	6140	Employee benefits	\$
6			
2		Subtotal substitute, extra-duty, benefits costs	\$
7			
2		<b>Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):</b>	<b>\$483,720</b>
8			

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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By TEA staff person:

Schedule #B—Professional and Contracted Services (6200)		
County-district number or vendor ID: 142901		Amendment # (for amendments only):
<b>NOTE:</b> Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Evaluator to provide site-level evaluation (\$3,000 per site)	\$12,000
2	Data Collection Specialist (\$3,750 per quarter, per site)	\$60,000
3	Professional development for educators and program personnel (\$6,375 per quarter, per site)	\$102,000
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$174,000
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$
(Sum of lines a, b, and c) Grand total		\$174,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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<b>Schedule #9—Supplies and Materials (6300)</b>		
County-District Number or Vendor ID: 142901		Amendment number (for amendments only):
<b>Supplies and Materials Requiring Specific Approval</b>		
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6300	Total supplies and materials that do not require specific approval:	\$128,000
<b>Grand total:</b>		<b>\$128,000</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

<b>For TEA Use Only</b>	
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<b>Schedule #10—Other Operating Costs (6400)</b>		
County-District Number or Vendor ID: 142901		Amendment number (for amendments only):
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$18,000
6412	Travel for students to conferences (does not include field trips). Requires pre-authorization in writing.	\$
	Specify purpose:	
6412 /649 4	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$
Remaining 6400—Other operating costs that do not require specific approval:		\$44,360
<b>Grand total:</b>		<b>\$62,360</b>

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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<b>Schedule #11—Capital Outlay (\$600)</b>				
County-District Number or Vendor ID: 142901			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
<b>6669—Library Books and Media (capitalized and controlled by library)</b>				
1		N/A	N/A	\$
<b>66XX—Computing Devices, capitalized</b>				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
<b>66XX—Software, capitalized</b>				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
<b>66XX—Equipment or furniture</b>				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
<b>66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>				
29				\$
<b>Grand total:</b>				<b>\$</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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**Schedule #14—Management Plan**

County-district number or vendor ID: 142901

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the desired qualifications, experience, and any requested certifications of the primary project personnel projected to be involved in the implementation and delivery of the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1	Project Director	Degreed professional—educational experience with a strong focus on working with socioeconomically disadvantaged underperforming students; experience managing education-focused projects that involve multiple partners; strong background in grants management.
2	Site Coordinator(s)	Certified teachers or degreed professional with experience working with socioeconomically disadvantaged underperforming students; strong emphasis on core academic subjects as well as STEM topics; willingness to make a minimum one-year commitment to the 21 <sup>st</sup> CCCL initiative.
3	Family Engagement Specialist	A degreed professional with strong background in working with socioeconomically disadvantaged, underperforming students, with a particular focus on family engagement (e.g., communicating with families, encouraging parental involvement, encouraging parental attendance at school-based events, etc.).

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1	Annually, improve academic performance by 5% over previous year baseline	1. 100% of regular participants will participate in small group and one-on-one tutoring each week.	08/27/2018	07/31/2019
		2. 100% of regular participants will have individual learning plans to ensure that interventions are targeted to individual needs.	08/27/2018	07/31/2019
		3. 100% of regular participants will use evidence-based, self-paced electronic learning tools to improve their academic performance.	08/27/2018	07/31/2019
		4. Host four quarterly family-focused events each year to increase family involvement in their children's education.	08/27/2018	07/31/2019
		5.	XX/XX/XXXX	XX/XX/XXXX
2	Annually, improve attendance by 1% over previous year baseline	1. 100% of regular participants will participate in small group and one-on-one tutoring each week.	08/27/2018	07/31/2019
		2. 100% of regular participants will have individual learning plans to ensure that interventions are targeted to individual needs.	08/27/2018	07/31/2019
		3. 100% of regular participants will use evidence-based, self-paced electronic learning tools to improve their academic performance.	08/27/2018	07/31/2019
		4. Host four quarterly family-focused events each year to increase family involvement in their children's education.	08/27/2018	07/31/2019
		5. Project partner volunteers will engage students in service learning projects to support positive youth development outcomes.	08/27/2018	07/31/2019
3	Annually, reduce behavioral incidents by 3% over baseline	1. 100% of regular participants will participate in small group and one-on-one tutoring each week.	08/27/2018	07/31/2019
		2. 100% of regular participants will have individual learning plans to ensure that interventions are targeted to individual needs.	08/27/2018	07/31/2019
		3. 100% of regular participants will use evidence-based, self-paced electronic learning tools to improve their academic performance.	08/27/2018	07/31/2019
		4. Host four quarterly family-focused events each year	08/27/2018	07/31/2019

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 142901

Amendment # (for amendments only):

**Statutory Requirement 1: Describe how the eligible entity evaluated community needs and resources. Describe the results, including the resources available in the community, and how the program strategies and activities proposed to be carried out in the center(s) will address those needs. Specifically address the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Cotulla ISD serves the residents of Cotulla, Texas, a small community (population 3,603 according to 2016 U.S. Census Bureau) in La Salle County. Poverty is a pervasive problem in our rural community, with nearly 17% of residents living below the poverty line (2016 U.S. Census Bureau). Among our children, the poverty rate is 35%, which is significantly higher than the child poverty rate for the rest of Texas (22%). Many of our children (38%) are being raised in single-parent households. Among adults, educational attainment in La Salle County is much lower than in other Texas counties. For instance, in La Salle County, just 66.2% of adults have a high school diploma (compared to 82.3% for Texas) and just 19.2% have bachelor's degrees, compared to 28.1% of adults in Texas. Cotulla ISD serves a total of 1,361 K-12 students across four schools. Our proposed 21<sup>st</sup> CCLC program will serve approximately 580 students attending Cotulla ISD's two elementary schools, one middle, and one high school. The proposed program is based on needs identified above and data amassed through a comprehensive assessment process that began in late 2017 and was completed in March, 2018. The assessment was facilitated by Cotulla ISD leadership and support personnel. The process involved gathering information across the following areas: teacher/staff needs; student attendance; student transience; academic needs; dropout/graduation rates; parental perceptions; at-risk factors among students (including poverty); student suspensions; curriculum; and student health/safety. Information was also collected via School Accountability Reports; standardized test results; formal and informal surveys; disciplinary records; and school records, as well as a survey of teachers and parents. Specific gaps were identified by comparing quantitative data (e.g., attendance, academic performance, etc.) to Texas benchmarks, while high priority needs were selected based on a quantitative analysis that identified higher performance gaps. The identified needs were supported by qualitative stakeholder input (e.g., measuring perceptions of need severity) and observation of Campus Improvement Plans. The resulting document included: a comprehensive Needs Assessment; an Asset Map (identifies available resources) and a Resource Gaps Analysis (identifies gaps in resources necessary to address the needs outlined in the Needs Assessment). District leadership used the information obtained from the assessment to identify and prioritize the following key needs that will be addressed through this project.

**1. Structured After School Programming:** Limited opportunities exist in our town for safe, structured, supervised, after school programming for youth in Cotulla, meaning many of our students are home alone and unsupervised during the after school hours. High poverty among the majority of our students (as previously mentioned, 86.5% of students are economically disadvantaged) prevents most of our parents from being able to afford private care. Because a 2015 study conducted by the New York University Child Study Center found that the after school hours are the most dangerous time for youth to be unsupervised and that 51% of latchkey (the term used to describe children left home alone during the after school hours) children are doing poorly in school, this is a major concern to be addressed through grant funding. By offering programming on a **reliable, daily schedule**, we will be providing a safe and supervised place for children to be during the critical after school hours when parents are still working and children are typically alone.

**2. Academic Improvement:** Students attending the targeted schools are struggling academically in comparison to their peers across the rest of Texas. For instance, just 34% of students met the Mathematics standard (compared to 48% of students statewide), 31% met the Reading standard (compared to 48% of students statewide), and a mere 18% of students met the writing standard (compared to 38% statewide). While the Community Outreach of South Texas offers after school activities for kids, there are no after school programs offering much needed academic support. To meet this need, students will receive tutoring and homework assistance will focus on core academic areas of Reading, Writing and Mathematics. All students will receive targeted instruction which will be supported by ongoing assessment and monitoring of data, allowing educators to make adjustments as necessary.

**3. Enrichment Opportunities:** As a small, rural, high-poverty community, Cotulla families do not have access to the rich variety of cultural resources available to residents of larger communities (museums, cultural programs or organizations that offer programming that supports positive youth development). To meet this need, daily programming will include a rich array of engaging and fun enrichment activities designed to support positive youth development.

**4. Family Programming:** Cotulla's status as a resource-starved community keeps us from being able to offer programming to help working families support their children's education, despite the fact that many of our parents indicate that they *want* to do so. Through the 21<sup>st</sup> CCLC program, we intend to meet this need by providing our student's parents with targeted, structured support as well as quarterly events that will increase parental involvement in their children's education.

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**Schedule #16— Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 142901

Amendment # (for amendments only):

**Statutory Requirement 2:** Describe the planned partnership between the applicant and the proposed eligible partner organization(s) listed on Schedule 3 – Certification of Shared Services, including how the partnership will contribute to achieving stated objectives and sustaining the program over time, or provide evidence that the LEA is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements. Check the box that applies to this application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☒ This applicant is part of a planned partnership.

☐ This applicant is unable to partner.

In planning, deploying and sustaining the proposed 21<sup>st</sup> Century Community Learning Center programming, Cotulla ISD is collaborating with the following partners: Community Outreach of South Texas (COST), Methodist Healthcare Ministries, and the Cotulla Ministerial Alliance.

All partners will serve as sources of adult volunteers (including senior citizens) to facilitate enrichment activities such as arts and crafts projects, storytelling, reading groups, physical activities and more. We anticipate that each partner will provide a minimum of three-to-five volunteers. Other contributions include:

- Community Outreach of South Texas (COST): Student access to sports-related activities and games that engage students of all physical abilities and skill levels while supporting healthy youth development. They will also provide speakers and activities for family-focused activities.
- Methodist Healthcare Ministries: Student and family access to healthcare and behavioral health support services. They will also provide speakers and activities for family-focused activities.
- Cotulla Ministerial Alliance: This faith-based organization will facilitate student activities that support positive youth development. They will also provide speakers and activities for family-focused activities.
- Alexander Memorial Public Library: Facilitate reading and literacy activities.
- County of LaSalle: Provide access to County-owned recreational facilities; promote volunteer opportunities among employees.

In addition, representatives from each project partner will serve on the **21<sup>st</sup> CCLC Project Advisory Council**, which will serve in an advisory capacity, guiding program implementation and reviewing performance feedback gathered through Quarterly Progress Reports (QPRs), providing suggestions for refining, strengthening and improving the project approach as appropriate to ensure an ongoing process of continuous improvement. School-based members of the Council will meet monthly, with the full Council meeting quarterly. All Council members will receive monthly updates. All paid staff must complete a satisfactory background check and must attend a mandatory two-hour safety and orientation training session. Project partners will also assist in promoting the 21<sup>st</sup> CCLC initiative to the community and engaging/leveraging additional community resources wherever possible. Additionally, through our partnerships with the City, 21<sup>st</sup> CCLC students in grades 5 through 8 will have opportunities to participate in **Service Learning** projects. Different Service Learning opportunities will be offered each summer (students will have the option of choosing between two each summer). The Service Learning component will integrate meaningful community service (collecting recyclables, helping to clean up parks, etc.) with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen the community. The service learning component will utilize a project-based learning (PBL) approach. PBL provides complex tasks based on challenging questions or problems that involve the students' problem solving, decision making, investigative skills, and reflection that include teacher facilitation, but not direction.

All project partners will continue to provide the same level of contribution beyond the grant-funded project period to ensure program sustainment.

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**Schedule #16 - Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 142901

Amendment # (for amendments only):

**Statutory Requirement 3: Describe how the proposed program will impact performance, attendance, discipline referrals, advancement, and, if applicable, high school graduation rates and career competencies. If the program proposes to impact additional local measures or objectives, state those here and describe how the program is designed to impact those. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The goals of our 21<sup>st</sup> CCLC initiative are to demonstrably and sustainably improve the academic and behavioral outcomes of targeted students while also supporting family literacy and increased family involvement in their children's education. Measurable objectives include: increased performance on standardized academic assessments; reductions in behavioral incidents; improved attendance rates; and increased involvement in their children's education among parents or guardians. As described in Statutory Requirement 1, programming was developed based on a thorough **assessment of objective data** (e.g. STAAR scores, TAPR reports, attendance data, behavioral data, community resource inventory, socioeconomic data, etc.) and **is based upon an established set of performance measures** (e.g., STAAR scores, promotion rates, attendance, disciplinary referrals, etc.) which ensure its alignment to local measures and objectives. For example, enrichment activities will be based on the Five C's model of positive youth development (competence; confidence; connection; character; caring or compassion). This approach has been empirically shown (Bowers, et.al 2010) to be effective at improving students' social and behavioral outcomes. Moreover, research demonstrates that the skills, habits, connections, and knowledge that students develop in after school enrichment activities help them gain self-esteem and resilience and reduce the likelihood that they'll engage in risky behavior such as drug use, delinquency, and sexual activity (Zaff, Johnathan F.; Kristin A. Moore; Angel Romano Papillo, 2003). Such enrichment activities have also been demonstrated to make children more likely to go to school (Huang, Gribbons, Kim, Lee, & Baker, 2000; Welsh et al., 2002), reversing acts of truancy that are linked to serious delinquent activity in youth and to significant negative behavior and characteristics in adults (Myriam L Baker.; Jane Nady Sigmon; M. Elaine Nugent, 2001). Additionally, a recent study featured in *Voices of Education*, a Brown University publication, found that college admissions offices have a tendency to give preference to students who have outstanding resumes which demonstrate their engagement outside of school—a tendency that's grown alongside increased student demand for higher education. Without the availability of these opportunities, children living in high poverty areas are at an even greater disadvantage when it comes to college and career-readiness. The program will ensure students have a safe, supervised, structured environment that offers regular opportunities for engaging, enjoyable physical and recreational activities and targeted academic interventions that prepare them for a successful future.

The proposed 21<sup>st</sup> Century Community Learning Center project is directly aligned to the following District goals: **District Goal 1** - ensure that all students master rigorous academic standards that prepare them for higher education and post high school experiences through a challenging curriculum and engaging instruction so as to meet or exceed all state and federal standards for academic excellence; **District Goal 2** - continue to close the achievement gap between minority, special education, economically disadvantaged, limited English proficient, at-risk, and other students; **District Goal 4** - enhance and enrich the education of students by increasing opportunities for parental involvement; and **District Goal 7** - align and invest resources to ensure that students, parents, and the community receive exceptional educational services.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 142901

Amendment # (for amendments only):

**Statutory Requirement 4:** Explain how the program will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, positive youth development of the students, and, if applicable, postsecondary and workforce preparation.

**Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

In addition to data gathered and evaluated through the assessment process, our 21<sup>st</sup> CCLC program design also draws from comprehensive research into best practices that have proven successful in peer districts across the country. These practices, curricula, and approaches are founded in Scientifically-Based Research (SBR), demonstrating their effectiveness in achieving the program's desired goals and objectives. Examples include **tutoring and homework assistance** that is generally considered the most powerful form of instruction for increasing underachieving students' reading achievement when used as a supplement to classroom teaching (Burns, Senesac, & Symington, 2004). In addition, strategies to support struggling readers incorporate the five components of effective reading instruction (phonemic awareness; phonics; vocabulary development; reading fluency and reading comprehension). The project will also incorporate **computer-based learning programs** such as IXL Learning (core academic subjects for students in grades K-12), Accelerated Reader (for students in grades K-8) and Imagine Math (for students in grades 3-8), each of which contains enrichment and intervention activities proven to assist struggling students to bridge the gap between math and language arts topics. The curriculum is individualized, tracks mastery of the skills taught, allows students to move at their own pace, and correlates with Texas standards. Use of these programs will combine student enrichment, technology, and parental involvement to provide additional support and ensure academic success. **Enrichment activities** will also be offered to students, as described in the previous section. The program will include arts-based activities, drawing from research that demonstrates that exposure to the arts improves creativity, self-esteem and overall capacity for learning, while decreasing behavioral incidents (Gerber & Stacey, 2012). **Service learning** will be incorporated into the program, which an approach proven by SBR to increase self-esteem and reduce behavioral problems amongst middle school students (Switzer, Simmons & Wang, 2013). **Family engagement** will play a pivotal role in the success of this initiative, drawing upon decades of research that shows how providing families with opportunities to engage with their children's education at home and at school is one of the most effective strategies for improved student achievement (Lacy Wood; Emily Bauman; Zena Rudo; Vicki Dimock, 2017). To that end, the proposed 21<sup>st</sup> CCLC program will offer monthly parental workshops that discuss topics including (but not limited to): family literacy; nutrition and health; family communication; and financial planning for families, among other topics to be determined by annual surveys administered to parents at the start of the school year. These will be supplemented by quarterly family events that will be focused on strategies for increasing parental involvement in their children's education. All sessions will be held at a single school site once the grant award agreement is finalized. All family events will be held during the evening hours to increase parental participation.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 142901

Amendment # (for amendments only):

**Statutory Requirement 5: Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

All 21<sup>st</sup> CCLC program activities have been selected based on their ability to address the identified academic, social and enrichment needs of the targeted students and their parents. **Tutoring and homework assistance** will take place for up to 60 minutes each day, both in one-on-one and small group formats. These sessions will reinforce school-day curriculum by addressing weaknesses in core academic subjects (Reading, English Language Arts and Mathematics) as identified by standardized assessments, teachers' notes and parental input. Data from the needs assessment will be utilized in the establishing the groups of students. Students who continue to struggle after participating in small group tutoring will be targeted for one-on-one tutoring and/or homework assistance. Furthermore, struggling readers will be supported by strategies proven to be effective, including: partnering struggling students with more skilled students to build fluency, re-reading to build fluency, reinforcing school-day reading curriculum by teaching decoding skills and word comprehension skills to assist in building fluency, and pleasure reading aloud and storytelling to build fluency. **Computer-based learning programs** such as IXL Learning (core academic subjects for students in grades K-12), Accelerated Reader (for students in grades K-8) and Imagine Math (for students in grades 3-8), will provide daily opportunities to engage in self-directed learning. These programs are based on a Blended Learning model, through which students take responsibility for constructing meaning and confirm understanding through active participation—an approach that has been empirically proven effective. Ready access to these modern technologies enables students to engage in real-time collaboration with teachers and their peers while offering unprecedented opportunities to participate in virtual, inquiry-oriented learning labs and activities – an especially critical component to student success as learning becomes increasingly digitalized. These interactive opportunities support targeted, individualized learning that engages learners of every type, including students with special needs, struggling learners and those at-risk of academic failure. Limited English Proficiency (LEP) students will be supported by strategies including: multisensory instruction; precision partnering; simulations; role playing; visual aids; and oral presentations; among others. Our youngest learners (Grades K-4) will participate in activities that improve literacy/reading skills and support positive youth development. For all students, Individual Education Plans and ongoing data assessment will support monitoring of student academic achievement and allow educators to make adjustments as necessary. Daily programming will also include a rich array of engaging and fun **enrichment activities** including (but not limited to): arts-based activities, music, dance, movement, organized games, organized physical activities, career investigation, **Service Learning** and structured activities that support the development of self-responsibility; positive social, cultural, recreational, and interpersonal skills; and experiences to enrich and expand students' understanding of life and involvement in community, among others. Service learning projects will be coordinated with our community partners Community Outreach of South Texas (COST), Methodist Healthcare Ministries, Alexander Memorial Library, County of LaSalle and the Cotulla Ministerial Alliance. All students in grades 5 and above will participate in at least one service learning project each year.

The program will also provide **family engagement** through monthly activities to support the development of emotionally healthy families and quarterly family events to encourage parental involvement in their children's education. Family-focused events will also provide students' opportunities to demonstrate what they have learned through the 21<sup>st</sup> CCLC after school program to their parents, families, friends and the community. These events will also feature speakers and activities that encourage families to learn and grow together. Our project partners Community Outreach of South Texas (COST), Methodist Healthcare Ministries, Alexander Memorial Library, County of LaSalle and the Cotulla Ministerial Alliance will collaborate with Cotulla ISD in presenting both the monthly and the quarterly family events. As noted, these events will be held at a single, central location, which will be determined via a survey emailed to parents and sent home with students. The surveys will also include questions about key topics of interest to parents.

Programming will be offered on a **reliable, daily schedule** so that parents and caregivers can be assured their children are in a safe, structured, supervised environment during the critical after school hours when parents are still working and children are typically alone. As shown in the activities listed above, the program will be **academically focused to support scholastic growth** – a crucial element for our learners struggling to meet proficiency. Activities delivered in the after school setting will be aligned to classroom learning and feature **authentic, hands-on learning** and ongoing opportunities for widening the horizon of academic enrichment, delivering programs that are simply not offered in our small, rural community.

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By TEA staff person:

**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 142901

Amendment # (for amendments only):

**Statutory Requirement 6: Describe the applicant's plan to disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Regular, purposeful communication with project stakeholders (e.g., parents, project partners, school personnel, etc.) is an integral part of our 21st CCLC program. The opportunity for participation will be promoted to students, parents and the community via press releases distributed to local print and electronic media outlets (e.g., newspapers); information dissemination at homeroom; announcements during school assemblies and school events (e.g., back-to-school nights, parent-teacher conferences, etc.); publications in the school newsletter and take home materials; and electronic promotions on the Cotulla district website; and through emails and social media (Facebook). The social media pages will be updated a minimum of two-times per week and the Facebook page in particular will serve as a forum for parents, students and 21<sup>st</sup> CCLC personnel to interact with one another. All conversations will be monitored by the Projector Director to ensure that all posted messages and content are relevant, non-derogatory, and appropriate for readers of all ages. As the program progresses, parents and community stakeholders will be provided with quarterly updates via an electronic newsletter (PDF), which will also be distributed to students to take home.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 142901

Amendment # (for amendments only):

**Statutory Requirement 7: Please describe the transportation needs of participating students and how students participating in the program will travel safely to and from the center(s) and home. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Bus transportation from the 21<sup>st</sup> CCLC sites to their homes will be provided for field trips and recreational activities. 21<sup>st</sup> CCLC staff will use a checklist to ensure all students are accounted for in bus boarding and de-boarding. Parents must provide written authorization for any travel changes. All bus drivers are licensed and are provided with a student roster, authorized drop-off address, emergency contacts and information regarding student health issues (if any). Bus transportation will adhere to district policies and be in compliance with the National Highway Safety Administration guidelines, including background checks.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 142901

Amendment # (for amendments only):

**Statutory Requirement 8: Describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Explain the policy for screening and placing volunteers. If the entity does not plan to use volunteers, please indicate that in the space provided. (Choosing not to use volunteers will not lower review scores).**

**Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Cotulla ISD has secured the support and commitment of our community partners Community Outreach of South Texas (COST), Methodist Healthcare Ministries, Alexander Memorial Library, County of LaSalle and the Cotulla Ministerial Alliance to provide qualified volunteers to support our 21<sup>st</sup> CCLC initiative: All volunteers will be required to pass a thorough background screening, including a fingerprint check, and a mandatory orientation and safety session prior to program participation. Volunteers will be used as their skills, background and talents allow. Following this process, each volunteer will work with a site's coordinator to arrange for and coordinate the specific activities and schedule that he or she will facilitate. The Site Coordinator will track volunteer hours and activities as part of the monthly reporting process. Volunteers will be required to meet with the Site Coordinator monthly and asked (but not required) to commit to a minimum of one full year of service. They will be invited to participate in any professional development and training activities relevant to their particular areas of expertise. Once screening, assessment and training is complete, volunteers will facilitate activities including (but not limited to): homework assistance; storytelling; reading activities; tutoring (retired teachers only); arts and crafts projects; organized games; organized physical activities; self-responsibility activities; Service Learning projects; career activities; music, dance and drama, and more.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 142901

Amendment # (for amendments only):

**Statutory Requirement 9:** Describe a preliminary plan for how the community learning center will continue after funding under this grant ends, including how the resources provided by this grant will assist the program in local sustainability efforts. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Recognizing the need for continued services beyond the grant period, every aspect of our 21<sup>st</sup> CCLC has been designed with sustainability in mind. Funds provided by Texas 21<sup>st</sup> CCLC will jump start our after school initiative, and the District and its community partners will assume responsibility after grant funding has ended. Firstly, professional development provided through grant funding will ensure teachers have the skillset to engage at-risk learners in rigorous curriculum for years to come. Secondly, all project partners will continue to provide the same levels of contribution beyond the grant-funded period and the District will continue to provide the same level of leveraged funding (e.g., Title I, Title II, etc.) and will ensure that all staff positions are funded beyond the grant period. The sustainability plan we developed to guide this process will be reviewed and finalized by the Advisory Council within the first six months of funding. The plan includes strategies, timelines and action items targeting corporate sponsorship, sustained giving, grants, donations, in-kind contributions, and community volunteer support to supplement the ongoing contributions of the District and its partners. We will share the positive impact of the 21<sup>st</sup> CCLC with the community and local funders on a regular basis to demonstrate marked progress and encourage long-term giving and additional funding investments. The proposed timeline for our sustainability plan is as follows: Year one, quarter one: finalize sustainability budget and identify potential local, state and federal funding sources; Year one quarter two: finalize strategies, action items and timelines for approaching each identified source of funding and present Sustainability Plan to Advisory Council for review and comment; Year one quarter four: update and revise Sustainability Plan as necessary and present to Advisory Council for review and comment; Year two: begin approaching identified funding sources according to established timelines; present Sustainability Plan to Advisory Council for review and comment in months six and twelve; Year three: continue approaching identified funding sources according to established timelines; present Sustainability Plan to Advisory Council for review and comment in months six and twelve; Year four: continue approaching identified funding sources according to established timelines; present Sustainability Plan to Advisory Council for review and comment in months six and twelve.

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**Schedule #16-- Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 142901

Amendment # (for amendments only):

**Statutory Requirement 10:** Demonstrate how the proposed program will coordinate federal, state, and local programs and make the most effective use of public resources. In doing so, address how the program plans to supplement existing programs and services on the campus(es) to be served. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Cotulla ISD intends to leverage multiple programs to support the delivery of high quality programming for our 21<sup>st</sup> CCLC afterschool initiative. Funded activities will complement, not duplicate existing services and supports. Details about these coordination efforts are provided below.

Program	How it supports 21 <sup>st</sup> CCLC	Value
Title I (Federal)	Title I funds will support the cost of tutors to assist certified teachers and teachers' aides in curriculum delivery and maintain staff-to-student ratios; Title I funds will also pay for snacks and support student transportation costs as well	\$10,000
Title II (Federal)	Title II funds will support additional professional development and training for 21 <sup>st</sup> CCLC teachers and teachers' aides	\$10,000
Community Outreach of South Texas (COST)	We anticipate logging approximately 20 volunteer hours per week, with an estimated value of \$20 per hour (20 x \$20/hour x 35 weeks)	\$15,400
Methodist Healthcare Ministries	We anticipate logging approximately 20 volunteer hours per week, with an estimated value of \$20 per hour (20 x \$20/hour x 35 weeks)	\$15,400
Cotulla Ministerial Alliance	We anticipate logging approximately 20 volunteer hours per week, with an estimated value of \$20 per hour (20 x \$20/hour x 35 weeks)	\$15,400
Alexander Memorial Library	We anticipate logging approximately 20 volunteer hours per week, with an estimated value of \$20 per hour (20 x \$20/hour x 35 weeks)	\$15,400
County of LaSalle	We anticipate logging approximately 20 volunteer hours per week, with an estimated value of \$20 per hour (20 x \$20/hour x 35 weeks)	\$15,400

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 142901

Amendment # (for amendments only):

**TEA Program Requirement 1: Enter center-level information requested for each of the proposed centers.**

Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
Encinal Elementary School 503 Encinal Blvd, Encinal, TX 78019		<input type="checkbox"/> X 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> X >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> X Pre-K <input type="checkbox"/> X K-2 <input type="checkbox"/> X 3-4 <input type="checkbox"/> X 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
9-digit campus ID number:	142901104				
Cost per student	\$537.86				
"Regular" student target (to be served 45 days or more annually):	100	Parent/legal guardian target (in proportion with student target):		25	
Feeder school #1		Feeder school #2		Feeder school #3	
Campus name					
9-digit campus ID number					
Estimated transportation time					

Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
Ramirez Burks Elementary School 604 Tilden St, Cotulla, TX 78014		<input type="checkbox"/> X 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> X Pre-K <input type="checkbox"/> X K-2 <input type="checkbox"/> X 3-4 <input type="checkbox"/> X 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
9-digit campus ID number:	142901102				
Cost per student	\$537.86				
"Regular" student target (to be served 45 days or more annually):	280	Parent/legal guardian target (in proportion with student target):		65	
Feeder school #1		Feeder school #2		Feeder school #3	
Campus name					
9-digit campus ID number					
Estimated transportation time					

Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
Newman Middle School 608 Carrizo St, Cotulla, TX 78014		<input type="checkbox"/> X 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> X >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> X 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
9-digit campus ID number:	142901041				
Cost per student	\$537.86				
"Regular" student target (to be served 45 days or more annually):	100	Parent/legal guardian target (in proportion with student target):		25	
Feeder school #1		Feeder school #2		Feeder school #3	
Campus name		Ramirez Burks Elementary School		Encinal Elementary School	
9-digit campus ID number		142901102		142901104	
Estimated transportation time		10 minutes		10 minutes	

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**Schedule #17— Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 142901

Amendment # (for amendments only):

Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
Cotulla ISD High School 1034 TX-97, Cotulla, TX 78014		<input checked="" type="checkbox"/> X 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> X >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input checked="" type="checkbox"/> X 9 <input type="checkbox"/> X 10-11 <input type="checkbox"/> X 12	
9-digit campus ID number:	142901001				
Cost per student	\$537.86				
"Regular" student target (to be served 45 days or more annually):	100	Parent/legal guardian target (in proportion with student target):		25	
Feeder school #1		Feeder school #2		Feeder school #3	
Campus name	Newman Middle School				
9-digit campus ID number	142901041				
Estimated transportation time	30 minutes				

Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
		<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
9-digit campus ID number:					
Cost per student	\$				
"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):			
Feeder school #1		Feeder school #2		Feeder school #3	
Campus name					
9-digit campus ID number					
Estimated transportation time					

Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
		<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
9-digit campus ID number:					
Cost per student	\$				
"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):			
Feeder school #1		Feeder school #2		Feeder school #3	
Campus name					
9-digit campus ID number					
Estimated transportation time					

**Schedule #17— Responses to TEA Program Requirements (cont.)****For TEA Use Only**

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County-district number or vendor ID: 142901		Amendment # (for amendments only):			
Center 7	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>	<b>Grade levels to be served (check all that apply):</b>	
	<div style="border: 1px solid black; height: 30px; width: 100%;"></div>		<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School >50.3% Students 'At Risk' per 2016-2017 TAPR	<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 5-6	
					<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	9-digit campus ID number:				
	Cost per student		\$		
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):		
		Feeder school #1	Feeder school #2	Feeder school #3	
Campus name					
9-digit campus ID number					
Estimated transportation time					
Center 8	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>	<b>Grade levels to be served (check all that apply):</b>	
	<div style="border: 1px solid black; height: 30px; width: 100%;"></div>		<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School >50.3% Students 'At Risk' per 2016-2017 TAPR	<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 5-6	
					<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	9-digit campus ID number:				
	Cost per student		\$		
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):		
		Feeder school #1	Feeder school #2	Feeder school #3	
Campus name					
9-digit campus ID number					
Estimated transportation time					
Center 9	<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>	<b>Grade levels to be served (check all that apply):</b>	
	<div style="border: 1px solid black; height: 30px; width: 100%;"></div>		<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School >50.3% Students 'At Risk' per 2016-2017 TAPR	<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 5-6	
					<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	9-digit campus ID number:				
	Cost per student		\$		
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):		
		Feeder school #1	Feeder school #2	Feeder school #3	
Campus name					
9-digit campus ID number					
Estimated transportation time					
<b>Schedule #17—Responses to TEA Program Requirements (cont.)</b>					
County-district number or vendor ID: 142901		Amendment # (for amendments only):			
<b>Name and physical address of center site:</b>		<b>The campus is (check all that apply):</b>		<b>Grade levels to be served</b>	
<b>For TEA Use Only</b>					
Changes on this page have been confirmed with:		On this date:			
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		<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<b>(check all that apply):</b> <input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6		<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
9-digit campus ID number:				Cost per student		\$	
"Regular" student target (to be served 45 days or more annually):				Parent/legal guardian target (in proportion with student target):			
		Feeder school #1		Feeder school #2		Feeder school #3	
Campus name:							
9-digit campus ID number							
Estimated transportation time							

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**Schedule #17— Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 142901

Amendment # (for amendments only):

**TEA Program Requirement 2: Describe the proposed management, center operations, and corresponding budget plan. Explain how the plan will help meet the program objectives and student service targets. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Cotulla ISD intends to hire a full-time (1 FTE) Program Director who will oversee the 21<sup>st</sup> CCLC by ensuring that all high quality programming is carried out as specified, on-time, in compliance with all grant program guidelines and requirements, and within the budget outlined. The Program Director will report to and meet with Heather Ramirez, Director of Federal Programs, Testing, and Curriculum each week. They will also maintain ongoing communication with the 21<sup>st</sup> CCLC site by going on regular site visits, walk-throughs and conducting structured observations. Each site will have a designated Site Coordinator (a certified teacher) to oversee school-level implementation. Further, the program will bring a **Family Engagement Specialist (FES)** to our community – a desperately needed resource. The FES will work directly with our high-need families who struggle to overcome under-education and extreme poverty. With their guidance, families will receive the support and direction they need to promote increased academic and social outcomes for their children.

The Program Director, FES, and Site Coordinators will take active roles on the 21<sup>st</sup> CCLC Advisory Council, which will serve in an advisory capacity, guiding program implementation, reviewing performance feedback and providing suggestions for refining, improving and strengthening the project approach as appropriate, to ensure an ongoing process of continuous improvement. In addition to their participation, the Council will be comprised of the 21<sup>st</sup> CCLC Site Coordinators (a lead teacher), school principals, 21<sup>st</sup> CCLC and classroom teachers, administrators, guidance counselors, parents and representatives from community partners, Community Outreach of South Texas (COST), Methodist Healthcare Ministries, and the Cotulla Ministerial Alliance. The full council will meet monthly; school-based team members (e.g., principals, teachers, Program Director, FES, etc.) will meet bi-weekly; and the FES will meet with the Program Director, teachers and the school principals weekly. Appropriate documentation for all meetings (e.g., sign-in sheets, minutes, meeting agenda) will be kept. The 21<sup>st</sup> CCLC Advisory Council will review performance feedback and discuss and suggestions to refine, strengthen and improve the program, should deficiencies be noted. Using this data, they will develop an improvement plan inclusive of clearly defined roles and responsibilities, strategies and tasks, as well as timelines for completing each. Plans will be communicated to stakeholders via the school website, through regular email updates, during school-based events (e.g., back-to-school nights, parent-teacher conferences, etc.) and through monthly school newsletters. Progress made is then discussed during subsequent meetings. This process is repeated in the case that further areas of improvement are identified—therefore resulting in a process of continuous development that ensures program objectives and student service targets are met. The Advisory Council will also assist with identifying, engaging and leveraging additional community resources wherever possible, boosting the growth, review, and refining of the 21<sup>st</sup> CCLC Sustainability Plan.

To ensure high quality programming of the 21<sup>st</sup> CCLC, Cotulla ISD has developed a comprehensive professional development plan to ensure that all staff and volunteers are equipped with the skills and knowledge they need to provide a rigorous curriculum for participating students. In addition to all TEA-required trainings and workshops, all teachers, support personnel and volunteers will be required to participate in a 3-hour introductory session. This session will cover program basics, with a special emphasis on safety. All 21<sup>st</sup> CCLC teachers and support personnel will participate in an additional 16 hours of professional development each year. Topics that the professional development will cover were selected based on teacher and student feedback as well as standardized assessment data obtained through the needs assessment process. These topics include: project-based and inquiry-oriented learning activities to engage students; evidence-based strategies for engaging at-risk students; using data to drive classroom decision-making; effective use of technology in the classroom; and strategies for engaging parents. Post-participation surveys will be administered to determine effectiveness of professional development and an annual survey will be used to identify additional training needs and assess the degree to which trainings are addressing established needs. The budget of \$102,000 for the professional development was determined by an assessment of necessary resources including space, computers, training materials, evaluation and administrative support, as well as the extensive needs assessment that has already been undertaken. The corresponding personnel budget of \$136,880 will help us strive to support a staff-to-student ratio of no more than 1:15 to reinforce safety and well-being of the students, staff and volunteers, and provide each student with targeted, individualized instruction and support he or she needs to succeed.

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**Schedule #17 – Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 142901

Amendment # (for amendments only):

**TEA Program Requirement 3: Describe the proposed program evaluation plan, including a description of how program evaluation results will be used to improve program operations and quality. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Cotulla ISD plans to contract with a third-party evaluator to conduct a comprehensive site-level evaluation. Program data will be collected in the beginning of the program to form a baseline and gathered throughout to chart growth and progress. Site Coordinators will log data in the district's data management system. Collected program data will include (but is not limited to): demographic data; daily attendance; disciplinary and behavioral data; activities; family event attendance; standardized testing outcomes (21<sup>st</sup> CCLC programming); academic performance data (regular classroom); number of students served; length of participation; stakeholder surveys; and other data as determined by project leadership. Additionally, all 21<sup>st</sup> CCLC teachers will prepare reports summarizing activities and meet with the Principal and Program Director on a weekly basis to review and discuss these reports (informal data exchange). All student-level data will be coded to ensure privacy.

In addition to the aforementioned data, the evaluator will review and analyze reports including: hours of operation; weekly schedules; timesheets; professional development plans; safety plans and procedures; and budgetary/fiscal reports, ensuring compliance with all reporting requirements. Quarterly progress reports (QPRs) will present preliminary findings and summarize perceived data analysis trends to ensure that the project is carried out as intended, meeting specified goals and objectives. QPRs will be sent home to parents of all participating students (paper with the option to receive by email) and posted on the district website to share updates with the public. Parents will also be provided with progress updates during regularly-scheduled parent-teacher conferences held throughout the year and will be solicited for feedback via an annual Stakeholder Performance Survey.

This plan allows for both formative and summative data evaluation and provides stakeholders with accurate, and continually updated data to see where the project started, what is being accomplished, and what needs to change—if anything. This consistent data analysis and review and commitment to a data-driven approach will allow the project to achieve its intended goals and objectives. To ensure sustainability of the evaluation process, the DCS will train teachers and administrators on data collection strategies and timelines to produce ongoing collection of valid, reliable and relevant student- and program-level data.

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<b>Schedule #18—Equitable Access and Participation</b>				
County-District Number or Vendor ID: 142901		Amendment number (for amendments only):		
<b>No Barriers</b>				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Barrier: Gender-Specific Bias</b>				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Cultural, Linguistic, or Economic Diversity</b>				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18: Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 142901

Amendment number (for amendments only):

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gang-Related Activities**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 142901

Amendment number (for amendments only):

**Barrier: Gang-Related Activities (cont.)**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Drug-Related Activities**

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18 – Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 142901

Amendment number (for amendments only):

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Hearing Impairments**

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Learning Disabilities**

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Physical Disabilities or Constraints**

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18 – Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 142901

Amendment number (for amendments only):

**Barrier: Inaccessible Physical Structures**

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Absenteeism/Tuancy**

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: High Mobility Rates**

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Support from Parents**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18 – Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 142901

Amendment number (for amendments only):

**Barrier: Lack of Support from Parents (cont.)**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Shortage of Qualified Personnel**

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Knowledge Regarding Program Benefits**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 142901

Amendment number (for amendments only):

**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Transportation to Program Activities**

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Barriers**

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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**Schedule #19—Private Nonprofit School Participation**

County-District Number or Vendor ID: 142901

Amendment number (for amendments only):

**Important Note:** All applicants (except open-enrollment charter schools and private nonprofit schools) must complete this schedule regardless of whether any private nonprofit schools are participating in the program.

**Failure to complete this schedule will result in an applicant being disqualified.**

**Questions**

1. Are any private nonprofit schools located within the attendance area of the public schools to be served by the grant? ☐ Yes ☒ No

• If your answer to this question is yes you must answer question #2 below.

• If your answer to this questions is no, you do not address question #2 or the assurances below.

2. Are any private nonprofit schools participating in the grant? ☐ Yes ☐ No

• If your answer to this question is yes, you must read and check the box next to each of the assurances below.

• If your answer to this question is no, you do not address the assurances below.

**Assurances**

☐ The applicant assures that it discussed all consultation requirements as listed in Section 1117(b)(1), and/or Section 8501(c)(1), as applicable with all eligible private nonprofit schools.

☐ The applicant assures the appropriate Affirmations of Consultation will be provided to the TEA Private Schools Ombudsman in the manner and timeline to be requested.

☐ The applicant assures that the total grant award requested on **Schedule #6—Program Budget Summary** includes any funding necessary to serve eligible students from private nonprofit schools within the attendance area of the public schools to be served by the grant.

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